



# Reintroducing DCPS:

## We support communities to build great schools.

J.R. Atwood, Danielle Love, Paul Perry,  
Marialena Rivera and Leo White

2010 Urban Education Redesign Challenge

“Everywhere I go, people say, ‘We love what you are doing,’ and ‘Don’t let the naysayers get you down. What can we do for you?’ I never have a clear answer for those people.”

- DCPS Chancellor, Michelle Rhee



# Agenda

**Diagnosis**

**Action Plan**

**Evaluation**

**Budget**



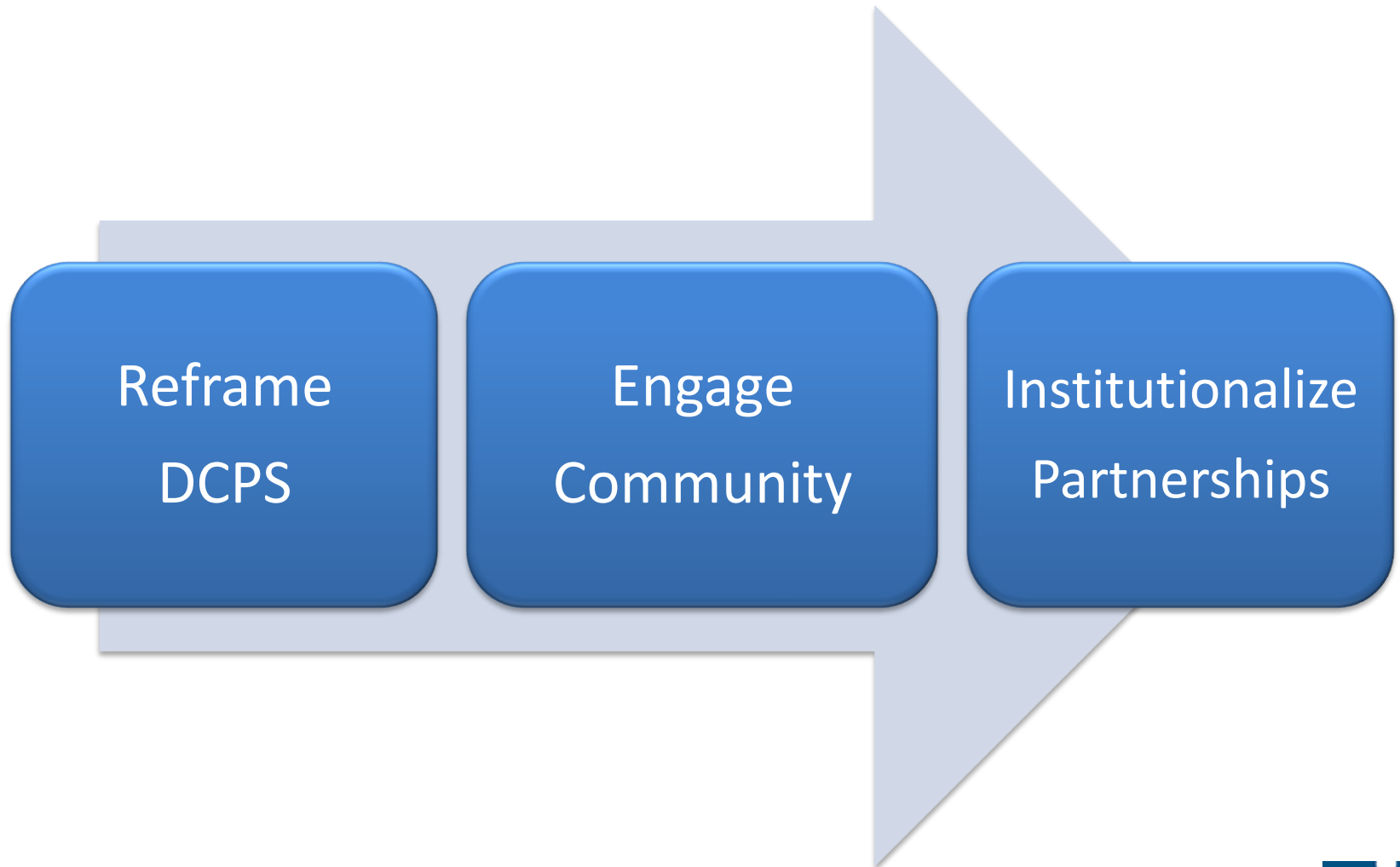
# Diagnosis

Current reforms are not sustainable  
without community support.

**If we can't sustain successful reforms,  
our students lose.**



# What does success look like?



# Assumptions

1. Communities support their local schools.
2. DCPS is willing to trust communities.
3. DCPS is willing to commit resources.
4. Communities are willing to respond and take responsibility.
5. Current program evaluations and communication campaign will continue.



# Agenda

Diagnosis

Action Plan

Evaluation

Budget



# Website Snapshot



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

[About DCPS](#) ▾[Learn About Schools](#) ▾[In the Classroom](#) ▾[Beyond the](#)

[Home](#) > [Parents and Community](#) > [Community Meetings](#) > [Upcoming Community Meetings](#)

- Upcoming Community Meetings
- Community Meetings Archives
- Chancellor's Community Forum Series
- Live Chats
- Living Room Meetings

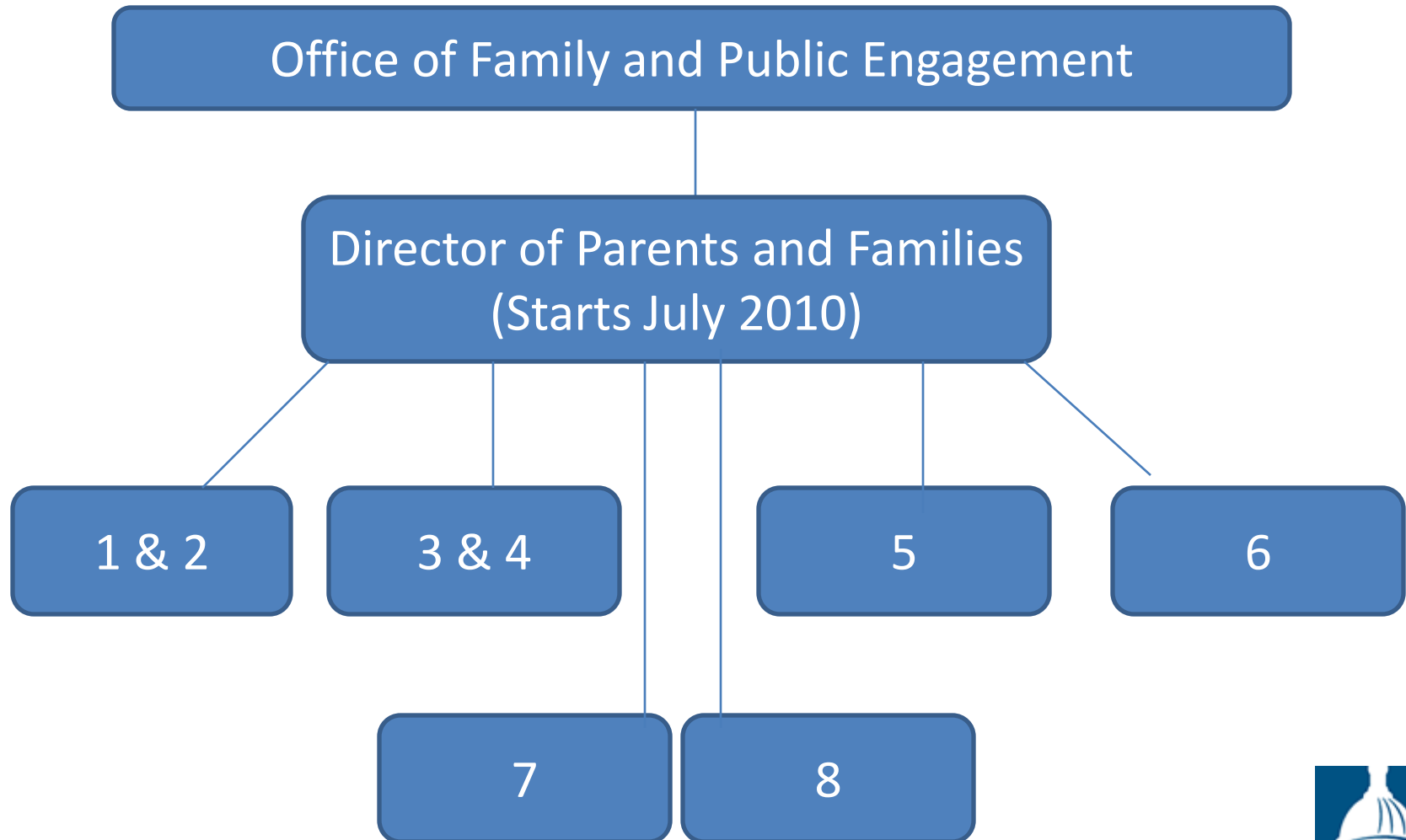
## Upcoming Community Meetings

Learn about upcoming community meetings.





# Recommendation #1: Ward Organizers



# Ward Organizers' Roles

## Empower

- School-level data
- Best practices
- Parent advocates

## Connect

- Parent Resource Centers
- Local advocacy organizations
- Social media

## Activate

- Innovation Grants
- Showcases



# DCPS vs. Local Schools

54% vs. 74%

Source: Westat DCPS Stakeholder Survey, December 2009



# Recommendation #2:

## Innovation Grants

### Teachers & Administrators

- Grants for Innovative Teaching

### Community Members

- Grants for Community Enrichment

- Increase engagement by empowering stakeholders to plan their own enrichment
- Build camaraderie within schools
- Demonstrate trust



# Grants for Innovative Teaching

## Details

- Must show clear connection to student achievement
- Selected by a committee of educators, students and DCPS staff
- Flexible funding, based on budget

- Possible Grants:
  - Shakespeare program
  - College field trips for students
  - Foreign language club
  - Student magazine



# Grants for Community Enrichment

## Details

- Must clearly increase community engagement
- Selected by a committee of community members, students and DCPS staff
- Flexible funding, based on budget

- Possible Grants:
  - Build new stage for community productions
  - Create a “What Works Warehouse”



# Recommendation #3

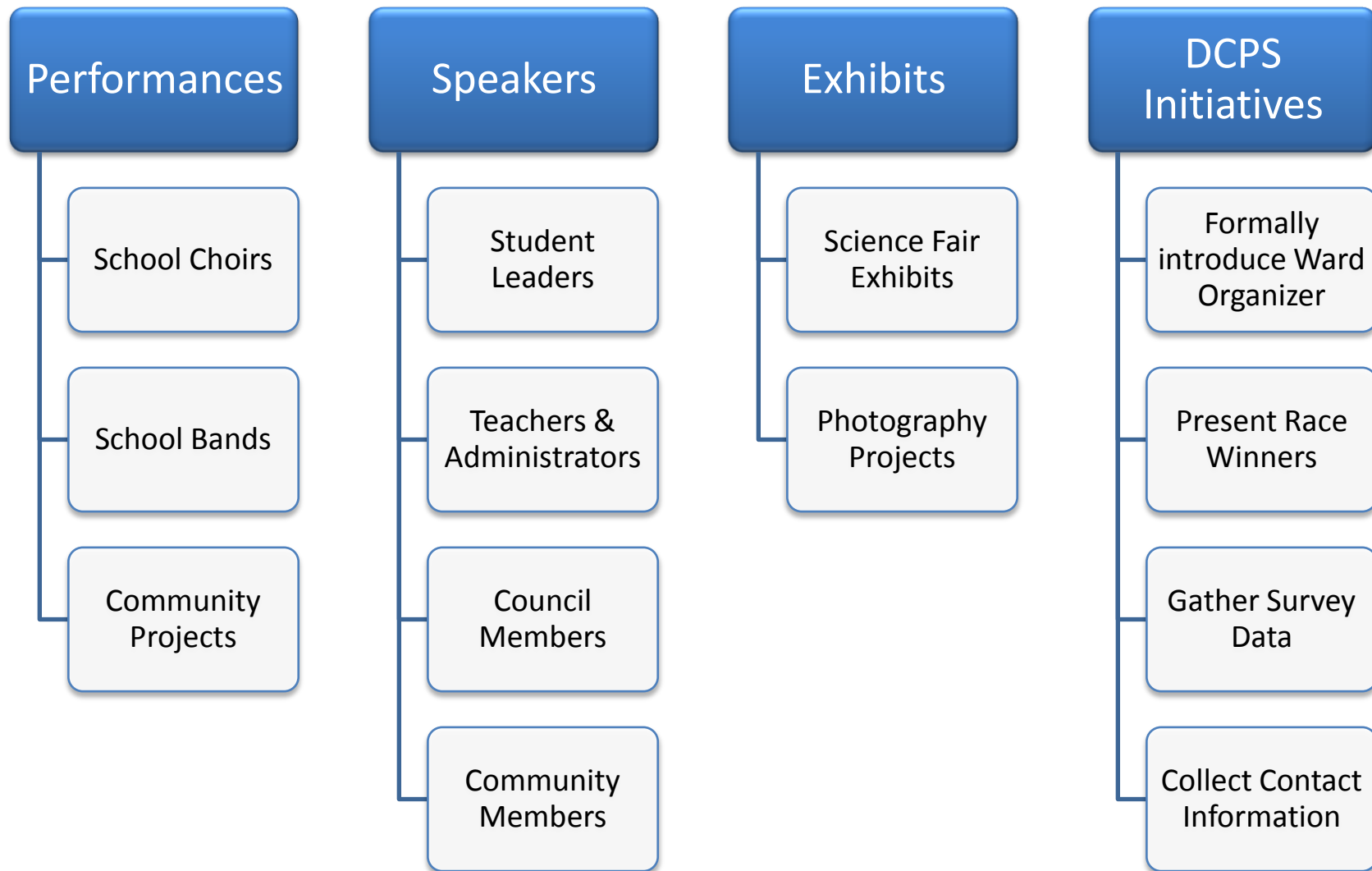
## Showcases

- Ward-based community celebrations
  - Locally planned
  - Highly visible summer events

Goals			
Celebrate community-specific school achievement	Reintroduce DCPS and introduce Ward Organizers	Gather input on how DCPS can support communities	Tangible, positive results to community and press



# Possible Showcase Plans



Assumption: Costs covered by private sponsor





# Recommendation #4: Spotlight on Schools

- Refocus DCPS advertising
- Localize messaging
- Utilize current infrastructure



Expect a lot from me.  
My DC Public School does.



I am **DCPS.**



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

Find out more at:  
[dcps.dc.gov/whyDCPS](https://dcps.dc.gov/whyDCPS) | 202-478-5738





**I mastered algebra this year. Thank you, Mr. Doyle.**  
**— Isaiah**

**We provide support for communities to build great schools.**

To support Mr. Doyle and Isaiah at Janney Elementary, contact Barbara Stevens, your Ward 8 Organizer: [ward8@dcps.dc.gov](mailto:ward8@dcps.dc.gov)

# Agenda

Problem

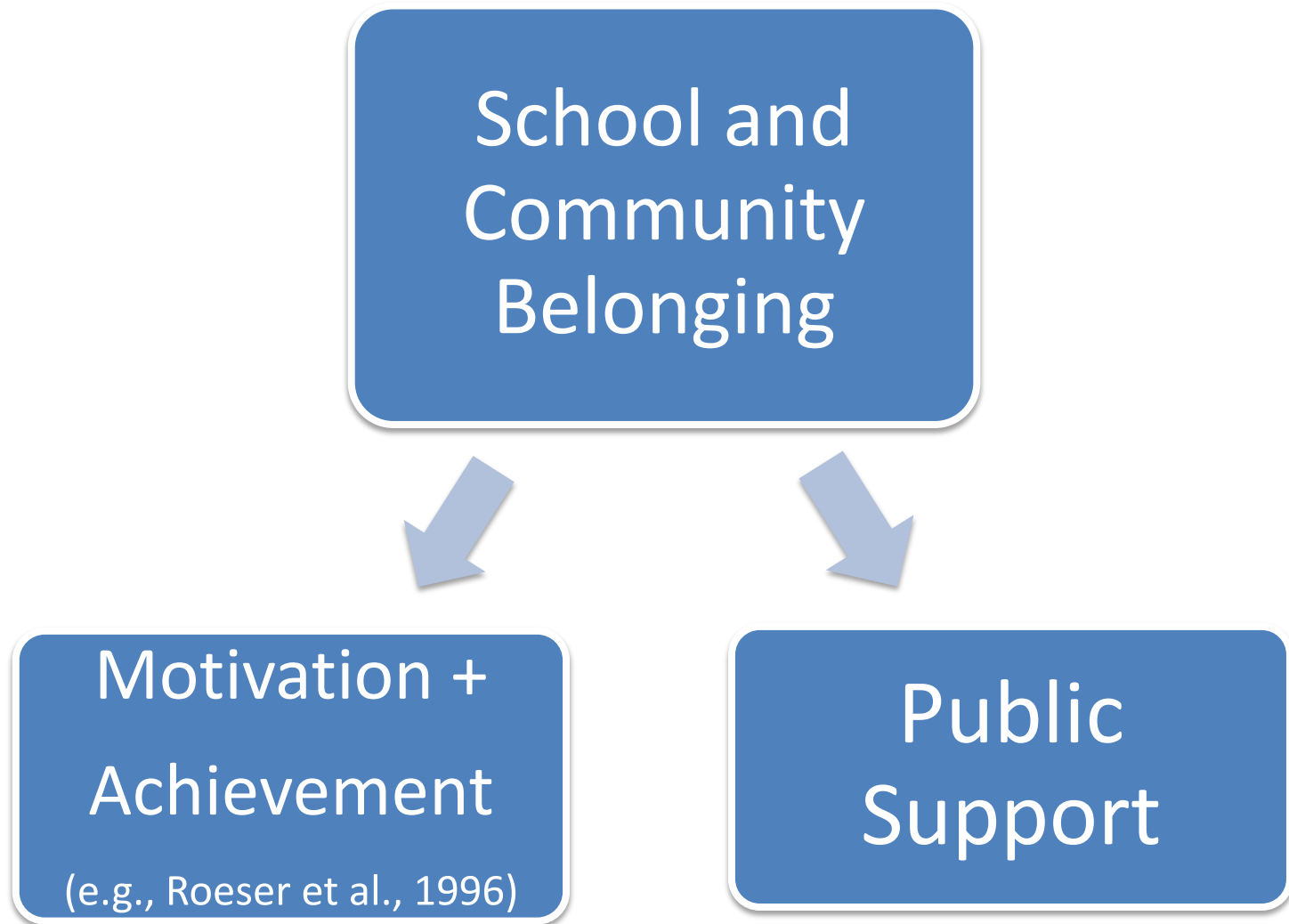
Recommendations

Evaluation

Budget



# What does the data support?



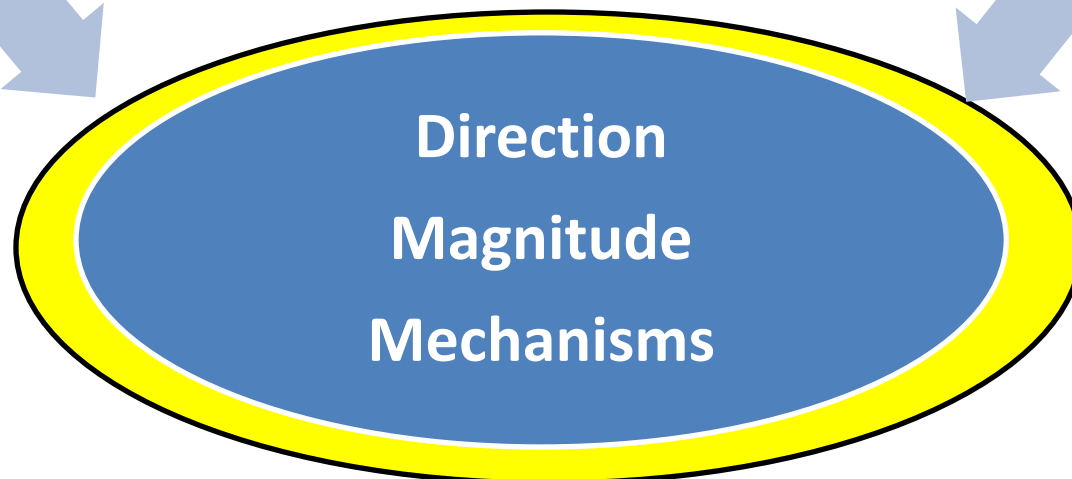
# Evaluation

## Quantitative

Westat Stakeholder Survey  
Showcase Items  
Spring '10, '11, '12

## Qualitative

Weekly Pulse Checks  
Descriptive Perspective  
Greatschools.org



# Agenda

Problem

Recommendations

Evaluation

**Budget**



# Budget

	High	Low
<b>Recommendation #1:</b>		
Six Ward Organizers	\$338,706	\$0
<b>Recommendation #2:</b>		
Grants for Innovative Teaching		
Awards	\$390,000	\$195,000
Effort Awards	\$13,000	\$6,500
Grants for Community Enrichment		
Awards	\$390,000	\$195,000
Effort Awards	\$13,000	\$6,500
<b>Recommendation #3:</b>		
AV Equipment	\$1,800	\$0
Promotions	\$6,000	\$0
Food	\$15,000	\$0
Janitorial Services	\$3,600	\$0
<b>Total</b>	<b>\$1,171,106</b>	<b>\$403,000</b>

## Assumptions:

Ward Organizer Salary: \$56,451

One Grant for Innovative Teaching winner per school: average project cost: \$3,000 (high) \$1,500 (low)

Ten Grant for Innovative Teaching applicants per school: \$10 gift card per applicant

One Grant for Community Enrichment winner per school: \$3,000 (high) \$1,500 (low)

Ten Grant for Community Enrichment applicants per school: \$10 gift card per applicant

AV cost: \$300 per event, Promotion cost: \$1000 per event

Food cost: \$5 per person, Attendance of 500 people per event

Janitorial services: \$200 per event per janitor (3 janitors per event)



# Things to do on Monday

- ✓ Hire Ward Organizers
- ✓ Start publicizing Innovation Grants
- ✓ Set dates for Showcases
- ✓ Meet with Student Cabinet to generate ideas for Showcases



# What's at stake?

**“Student achievement – not politics nor process, nor even jobs – is the only issue that truly matters. If the District is to have any hope of doing right by its children, it must sustain the [current] reforms.”**

**-The Washington Post Editorial Board**



# Appendix

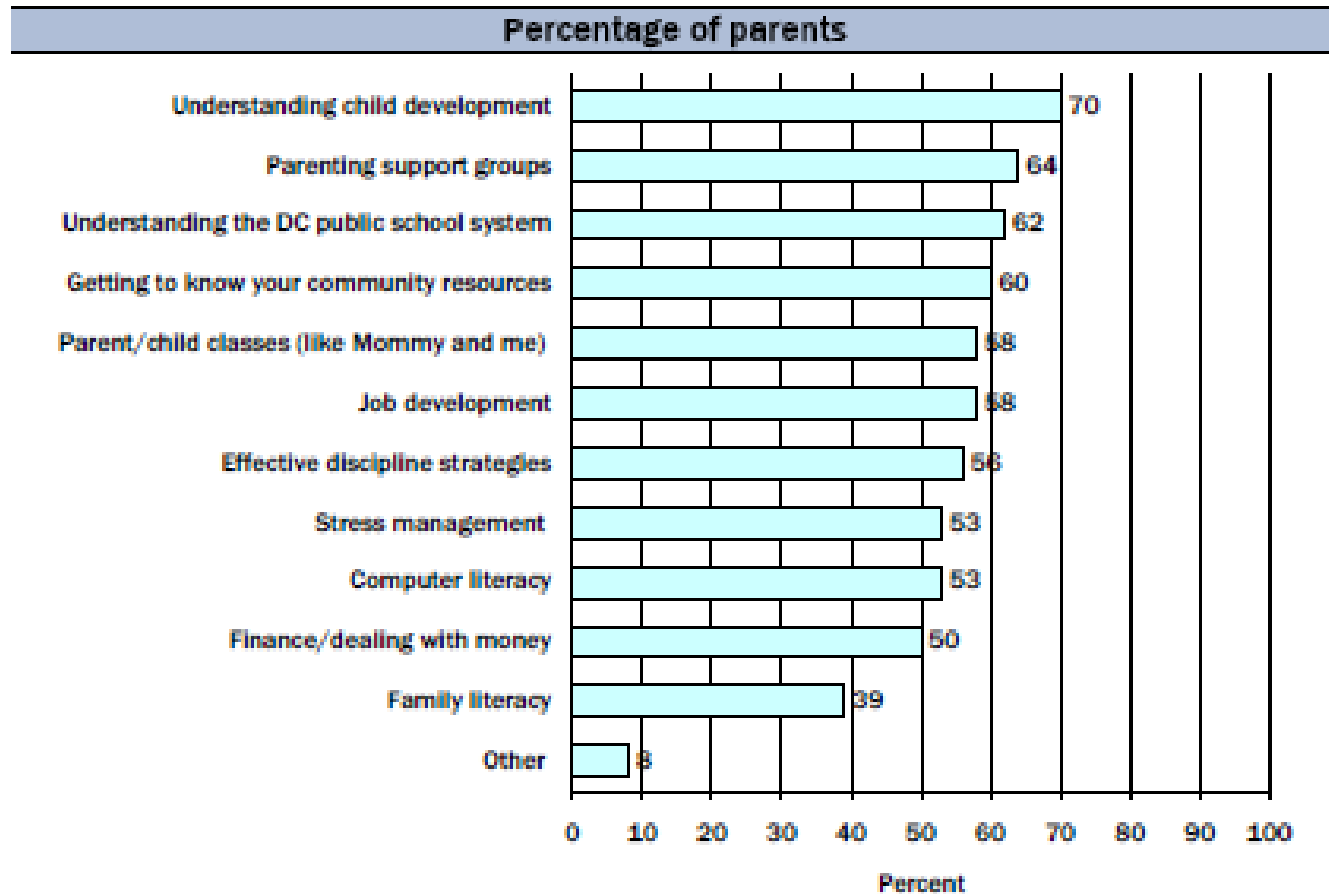
1. Implementation Timeline
2. Parental Priorities for School Programs
3. References



[illegible]

# Parental Priorities for School Programs

Exhibit 31. Top parental priorities for school programs and workshops



NOTES: Parents were asked to pick five priorities. Some parents chose more than five responses.

Source: Westat DCPS Stakeholder Survey, December 2009

# References

- Goodenow, C., & Grady, K. E. (1993). The relationship of school belonging and friends' values to academic motivation among urban adolescent students. *Journal of Experimental Education*, 62, 60–71. No DOI provided.
- Perry, C. L., Kelder, S. H., & Komro, K. A. (1993). The social world of adolescents: Family, peers, schools, and the community. In S. G. Millstein, A. C. Petersen, & E. O. Nightingale (Eds.), *Promoting the health of adolescents: New directions for the twenty-first century* (pp. 73–96). New York: Oxford University Press.
- Roeser, R. W., Midgley, C. & Urdan, T. C. (1996). Perceptions of the school psychological environment and early adolescents psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology*, 88, 408-422  
10.1037//0022-0663 .88.3.408.
- Samdal, O., Wold, B., & Bronis, M. (1999). Relationship between students' perceptions of school environment, their satisfaction with school and perceived academic achievement: An international study. *School Effectiveness and School Improvement*, 10, 296–320. No DOI provided.

<http://learningmatters.tv/blog/podcasts>

[http://voices.washingtonpost.com/dcschools/2010/03/is\\_election\\_now\\_a\\_referendum\\_o.html](http://voices.washingtonpost.com/dcschools/2010/03/is_election_now_a_referendum_o.html)

